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ABSTRACT

This study examined the effects of different instructional approaches on male and female, Caucasian preservice teachers' opinions about multicultural education issues at a Mississippi university. Both the treatment group (N=19) and the comparison group (N=32) listened to lectures that focused on multicultural education concepts and the instructional needs of linguistically and culturally different children, but the supplementary activities for the two groups differed. The treatment group listened to the instructor read children's books depicting linguistic, physical, racial, and religious diversity and participated in interactive activities that addressed specific multicultural education concepts related to the four categories of diversity. Members of the comparison group read children's folktales associated with specific cultural groups and wrote summaries of the stories. Both groups responded to the Inventory of Multicultural Opinions (IMO). Post-test total IMO scores for the treatment and comparison groups did not differ significantly, but on seven items, the means of the two groups did differ significantly. These items addressed opinions about cultural values, comfort within culturally diverse settings, linguistic issues, and appropriate motivational techniques for use in culturally diverse classrooms. For the treatment group, significant, positive differences were obtained between the pre- and post-test total IMO scores and between items that addressed opinions about topics that had been included in the supplementary activities for the treatment group. The results of the study indicate that preservice teachers need training in the area of multicultural education and that each concept that should be acquired needs specific instructional focus. Lessons on the four diversity areas are appended. (Contains 17 references.) (Author/NAV)

Effects of Children's Literature on Preservice Teachers' Opinions About Multicultural Education Issues

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Abstract

The study examined the effects of different instructional approaches on preservice teachers' opinions about multicultural education issues. Both the treatment group (n = 19) and the comparison group (n = 32) heard lectures which focused on multicultural education concepts and the instructional needs of linguistically and culturally different children, but the supplementary activities for the two groups differed. The treatment group listened to the instructor read children's books depicting linguistic, physical, racial, and religious diversity and participated in interactive activities which addressed specific multicultural education concepts related to the four categories of diversity, while members of the comparison group read children's folktales associated with specific cultural groups and wrote summaries of the stories. Both groups responded to the Inventory of Multicultural Opinions (IMO).

Data were analyzed using t-tests. Post-test total IMO scores for the treatment and comparison groups did not differ significantly, but on seven items the means of the two groups differed significantly ($p < .05$). These items addressed opinions about cultural values, comfort within culturally diverse settings, linguistic issues, and appropriate motivational techniques for use in culturally diverse classrooms. For the treatment group, significant differences were obtained between pre- and post-test total IMO scores ($p < .001$) and between three item means ($p < .05$). These items addressed opinions about topics which had been included in the supplementary activities for the treatment group.

Introduction

Diversity in the public school population is broadening at a rapid pace, mainly due to increasing enrollment of ethnic minority students and students from low-socioeconomic backgrounds (Winfield & Manning, 1992). According to Reeves (1995, p. 69), "a few years from now, the biggest generation of pupils in history will enter the nation's schools, and will represent the widest imaginable mix of cultures and socioeconomic backgrounds," creating a need for approximately two million new classroom teachers in the coming decade if the nation is to meet the challenge of educating its students.

In order to provide the best possible education to the thoroughly multiethnic population in American schools, all teachers, regardless of their own racial or ethnic background, must realize the important role they play in shaping culturally different students' career aspirations, academic goals, personal expectations, and life chances (Garibaldi, 1992). Furthermore, teachers must understand and respect differing values, customs, and traditions if they are to respond appropriately to all learners (Moore & Reeves-Kazelskis, 1992).

Several professional organizations recognize the need for today's educators to become more culturally aware. The Association of Teacher Educators and the National Association for the Education of Young Children (1992) urge certification programs to produce teachers who are capable of respecting diversity in family structures and values. The Association for Childhood Education International (1993) stresses the importance of providing preservice teacher with opportunities to develop skills for communicating orally and in writing with people from diverse backgrounds. Despite these cries for modification in teacher certification programs, many programs neglect to provide the training needed to accomplish these tasks.

Mitchell (1985) conducted an assessment in which questionnaires were distributed to the departments of public instruction in all 50 states. Of the 48 state departments that replied, only nine included multicultural education requirements in their teacher certification process. Additionally, Mitchell's assessment revealed that one of the most frequently mentioned improvements that people wanted to see in their state was the inclusion of multicultural education programs for preservice and inservice teachers. Similarly, Rashid (1990) found that the majority of teachers surveyed saw multiculturalism as an important component of education and felt that their preservice education should have had a greater multicultural orientation. This view was shared by many preservice teachers who reported that they did not feel adequately prepared to meet the challenges associated with a multicultural classroom (Grottkau & Nickolai-Mays, 1989; Narang, 1984; Rashid, 1990).

Preparing individuals who are capable of functioning in multicultural settings is a shared responsibility of all university faculty, and many courses, especially in the arts and sciences, provide a knowledge base for expanding understandings about cultural diversity (Gollnick, 1992). Nevertheless, teacher educators hold the major responsibility for ensuring that teacher candidates develop the background and skills necessary for creating healthy multicultural environments both in classrooms and in schools as a whole (Davidman, 1990).

The Association for Childhood Education International (1993) states that, "teachers must adapt to interests, learning styles and needs of individual children in a complex, rapidly changing, and culturally diverse society" (p. 1). Therefore, teacher education programs must be restructured to prepare preservice teachers to effectively accommodate the diverse learning styles and cultural behaviors of future students (Garibaldi, 1992) and to facilitate the establishment of

attitudes, knowledge and skills that enhance self-esteem, academic achievement, and social development among students in a multicultural environment (Moore & Reeves-Kazelskis, 1992).

Even though the multicultural education literature is composed largely of descriptive articles, a few educational researchers have reported the effects of training designed to teach multicultural education concepts (Davidman, 1990; Grottkau & Nickolai-Mays, 1989; Narang, 1984; Manny & Reeves-Kazelskis, 1992; Mitchell, 1985; Moore & Reeves-Kazelskis, 1992; Rashid, 1990). Moore and Reeves-Kazelskis (1992) found that formal instruction which is carefully planned and implemented may be used to change preservice teachers' beliefs about basic concepts related to multicultural education. In another study, Manny & Reeves-Kazelskis (1992) administered the Multicultural Education Survey to 89 junior and senior elementary education preservice teachers and found that scores on items indicating knowledge about cultural diversity were significantly related to the number of methodology courses taken by the respondents, while scores on items indicating attitudes about cultural diversity were not related to the number of methodology courses taken. Thus, the results seemed to indicate that while coursework may affect knowledge, it does not appear to affect preservice teachers' attitudes about cultural diversity.

Providing preservice teachers with the knowledge that not all learners are Anglo and middle class was once advocated as a significant step toward ensuring appropriate educational experiences for future students of these teachers (DeCosta, 1984). Although this kind of knowledge is indeed beneficial, it alone does not ensure that teachers will be able to meet the learning and social needs of diverse students. Today's teacher educators are faced with the challenge of creating programs which develop both knowledge and attitudes appropriate for

meeting the needs of culturally diverse students (Manny & Reeves-Kazelskis, 1992).

Although many teacher educators recognize the importance of providng preservice teachers with opportunioties to acquire the knowledge, attitudes, and skills required to be successful teachers of culturally diverse students, the most effective and efficient procedures for producing culturally-sensitive preservice teachers have not been identified. Most of the research thus far has sought to determine exisiting multicultural education attitudes and/or knowledge of preservice teachers rather than investigating the effects of training designed to broaden knowledge about and/or improve attitudes toward cultural diversity. Studies are needed which use pre-existing multicultural education attitudes and/or knowledge as baseline data against which the effectiveness of training efforts may be compared.

The purpose of this study was to compare the effectiveness of different approaches to using children's literature as a strategy for increasing preservice teachers' awareness of cultural diversity and associated multicultural education concepts. Specifically, the research question addressed by the study was: Will opinions about cultural diversity and associated multicultural education concepts of preservice teachers who participate in interactive activities focused on specific multicultural education concepts after being exposed to children's literature related to selected categories of diversity differ from the opinions of preservice teachers who read children's folktales associated with a specific cultural group and then summarize the traditions, values, and/or beliefs of the cultural group based on information gained from the literature selections?

Methodology

Sample

A total of 51 junior and senior preservice teachers, who were enrolled in two sections of a language arts methodology course required for elementary education certification, participated in the study which was conducted at a university located in Mississippi. One section served as the treatment group (n=19) and the other section served as the comparison group (n=32).

The treatment group contained 18 females and 1 male. Three of the participants in the treatment group were African American, and the remaining 16 were Caucasian. The number of participants in each age range was: 13 who were between 18-23 years, 3 who were between 24-29 years, 1 who was between 30-35 years, and 2 who were over 40 years.

The comparison group contained 30 females and 2 males. All participants were Caucasian. The number of particpants in each age range was: 22 who were between 18-23 years, 5 who were between 24-29 years, 3 who were between 30-34 years,1 who was between 36-40 years, and 1 who was over 40 years.

Instrumentation

The Inventory of Multicultural Opinions (IMO) was used as a pre- and post-test. The IMO items were derived from two instruments, the Multicultural Perception Inventory (Manny & Reeves-Kazelskis, 1992) and the Multicultural Opinion Survey (Moultry, 1988). The IMO consists of 25 items designed to assess preservice teachers' opinions about selected ethnic groups and about basic multicultural education concepts.

A four-point, Likert-like scale ranging from 1(Strongly Disagree) to 4 (Strongly Agree) is

used for responding to IMO items. The maximum score obtainable on the IMO is 100. A high total score on the IMO is interpreted as indicating that, in general, the respondent has positive opinions about both cultural diversity and multicultural education concepts. A high score on an individual item indicates that the respondent has a positive opinion about the content addressed by the item. Items 2, 8, 11, 12, 19, and 21 through 25 are reverse scored so that consistency in the interpretation of scores is maintained (i.e., the higher the score, the more positive the opinion).

The only demographic information requested on the IMO is the age range of the respondent. The following information, which is to be read silently by the respondent, precedes the 25 IMO items:

> The purpose of this inventory is to determine the opinions of preservice teachers about multiculturalism. There are no right or wrong reactions to the statements. Read each statement carefully. Then, circle the number that indicates the response which best represents your opinion, belief, or feeling.

The 25 items which compose the IMO are listed in Tables 1 and 2 which display the results of the present study.

Test-retest reliability for the IMO was obtained from a sample of 14 preservice teachers who were enrolled in an undergraduate social studies methodology course. The preservice teachers responded to the instrument twice, with a ten-day interval between responses. Pearson r correlations were calculated for the test-retest data. A significant test-retest correlation coefficient ($r(1, 13) = .67$, $p = .004$) was found between the total IMO scores. Significant ($p < .04$) test-retest correlation coefficients were found between the item scores for all but eight of the 25

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items. Scrutiny of the eight items indicated that clarity was lacking, so each of the items was edited to improve clarity. The test-retest reliability of the IMO was considered to be sufficient for research purposes.

Procedures

During the eighth week of the Spring semester, the treatment group responded to the IMO as a pre-test. Prior to responding to the IMO, the instructor of the class explained that the teacher education department was interested in finding out preservices teachers' opinions about different aspects of multicultural education so that improvements in the teacher education program could be made for the purpose of enabling teachers to teach effectively students from diverse backgrounds. Also, the instructor told the preservice teachers that the IMO would be administered again, near the the end of the semester, to determine whether opinions changed or remained the same during the semester. The instructor explained that it was necessary to write the last four digits of their social security number on the inventory so that when it was administered again, sets of responses could be matched by the computer. The instructor also reminded the preservice teachers that there were no right or wrong responses to the IMO. After approximately 15 minutes, several large envelopes were circulated around the classroom, so that each respondent could place his/her completed inventory in one of the envelopes. The envelopes were sealed and then collected by the instructor.

The treatment activities began the ninth week of the semester and were conducted during four 50-minute class sessions. Each of the class sessions focused on a different category of diversity, with the instructor following the same format for each of the four class sessions: a children's literature selection was read aloud by the instructor, and the preservice teachers

participated in an interactive, follow-up activity designed to facilitate discussion of their beliefs about a specific multicultural education concept associated with the category of diversity addressed by the literature selection. The four broad categories of diversity that were addressed and the corresponding book selections were: racial diversity (focus on African American culture) -- Imani's Gift at Kwanzaa by Denise Burden-Patmon (1992, Simon & Schuster); physical diversity (focus on gender issues) -- William's Doll by Charlotte Zolotow (1972, Harper & Row Publishers); linguistic diversity (focus on dialectal differences) -- The Cajun Gingerbread Boy by Berthe Amoss (1994, More Than A Card, Inc.); and religious diversity (focus on the Jewish faith) -- There's No Such Thing as a Chanukah Bush, Sandy Goldstein by Susan Sussman (1983, Albert, Whitman & Company). The lesson plans used for each of the four lessons are shown in Appendix A.

During the treatment period, each member of the comparison group completed a class project which involved selecting a specific cultural group and reading children's folktales related to the group. This project was completed outside of class, and each student was required to summarize in writing what he/she had learned about the cultural group's traditions, values, and/or beliefs as a result of reading the folktales.

During the eleventh week of the semester, both the treatment and comparison groups read a chapter entitled "Linguistically Different Children and Multicultural Education" from the textbook required for the language arts methods course, The Effective Teaching of Language Arts by Donna E. Norton (1995). The major points of the chapter were summarized and discussed by the instructors of the treatment and comparison groups.

During the fourteenth week of the semester, both the treatment and comparison groups

responded to the IMO as a post-test. The instructor of the treatment group administered the IMO to both groups. Prior to administering the IMO to the treatment group, the instructor reminded them that they had responded to the IMO earlier in the semester but emphasized that they should not try to recall how they had responded earlier, because it was important to respond to the IMO based on the beliefs and opinions they held at the present time. The instructor reminded them that there are no right or wrong reactions to the IMO items and that the last four digits of their social security numbers were needed on the inventory so that the computer could match sets of responses. Procedures for collecting the post-tests were identical to those used for collecting the pre-tests.

Prior to administering the IMO to the comparison group, the instructor told the group that the teacher education faculty was interested in finding out preservices teachers' opinions about different aspects of multicultural education so that improvements in the teacher education program could be made for the purpose of enabling teachers to teach effectively students from diverse backgrounds. The instructor also told the comparison group that there were no right or wrong responses to the IMO items and that after responding to the IMO, they should place it in one of the large envelopes that would be circulated around the classroom and then sealed. After approximately 15 minutes, the instructor collected the sealed envelopes.

Results

Data were analyzed using t-tests and analysis of variance. The .05 level of significance was used for all analyses. Due to missing data on the IMO pre-test, there are variations in the degrees of freedom associated with item comparisons.

As shown in Table 1, the results of an independent t-test comparing post-test IMO means

indicated that there was no significant (t (49) =.46, $p < .64$) difference between total IMO means of the treatment (M = 73.26) and comparison (M = 72.37) groups. However, significant differences between item means of the two groups were found on seven items: item 4 (treatment M = 2.95, comparison M = 3.37, t (49) = 2.09, $p < .05$); item 5 (treatment M = 2.35, comparison M = 1.93, t (47) = 2.13, $p < .04$); item 9 (treatment M = 3.05; comparison M = 3.40, t (49) = 1.98, $p = .05$); item 13 (treatment M = 2.42, comparison M = 2.93, t (49) = 2.42, $p < .02$); item 15 (treatment M = 3.32, comparison M = 2.93, t (49) = 2.05, $p < .05$); item 20 (treatment M = 3.42, comparison M = 2.96, t (49) = 2.08, $p < .05$); and item 25 (treatment M = 2.68, comparison 1.75, t (49) = 3.40, $p < .01$). The means of the treatment group were higher on items 5, 15, 20, and 25, while the means of the comparison group were higher on items 4, 9, and 13. Of the item-mean comparisons which were not significant, 13 item means were slightly higher for the treatment group (i.e., items 1, 3, 6, 7, 8, 10, 14, 16, 18, 19, 21, 23, and 24), and five item means were slightly higher for the comparison group (i.e., items 2, 11, 12, 17, and 22).

Correlated t-tests were used to compare pre- and post-test IMO total and item means of the treatment group. As shown in Table 2, significant differences were found between the pre- and post-test IMO total means (pre-test M = 65.53, post-test M = 73.26, t (18) = 5.85, $p < .001$) and between pre- and post-test IMO item means on three items: item 2 (pre-test M = 2.47, post-test M = 2.88, t (16) = 2.13, $p < .05$); item 19 (pre-test M = 2.47; post-test M = 2.89, t (18) = 3.02, $p < .01$); and item 25 (pre-testM = 1.31, post-test 2.68, t (18) = 5.90, $p < .001$). The post-test IMO means were higher on all three items. Of the item-mean comparisons which were not significant, post-test means remained constant or slightly increased on 18 items (i.e., items 3, 5, 6, 7, 8, 9,10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, and 22) and slightly decreased on four items

(i.e., items 1, 4, 23, and 24).

The post-test IMO means for the sample, by age, were analyzed using one-way analysis of variance, and no significant (F (4, 46) = 1.09, p = .37) differences were found among responses based on age.

Discussion

The findings of this study suggest that it is possible to influence preservice teachers' opinions of multicultural issues through the use of children's books depicting linguistic, physical, racial, and religious diversity, followed by interactive activities which focus on multicultural education concepts related to a specific category of diversity. This interpretation is based on the fact that there were significant differences between the post-test IMO means of the treatment and comparison groups on seven items, even though the post-test total means for the two groups did not differ significantly. Also, for the treatment group, significant differences were found between the pre- and post-test total IMO means and between three item means.

An examination of the seven item means on which the treatment and comparison groups differed indicated that the treatment group's opinions were more positive than those of the comparison group on item 5 (American Indians are competitive), item 15 (Most standardized tests contain linguistic and/or cultural bias), item 20 (Different cultural or ethnic groups must be recognized in order to create a society in which diversity is tolerated), and item 25 (Praise by the teacher is a good motivating technique for students of all cultural groups), while the comparison group's opinions were more positive than those of the treatment group on item 4 (There are some values common to all cultural and ethnic groups), item 9 (I would feel comfortable visiting the home of someone whose cultural or ethnic group is different from mine), and item 13 (I would

feel "O.K." about being the only person in a group of people whose cultural or ethnic background is different from mine). It should be noted, however, that while the treatment group's post-test means on these three items were lower than the means of the comparison group, the treatment activities positively influenced the treatment group's opinions on two of the three items (i.e., items 9 and 13) as indicated by the increases in post-test item means on these two items.

The higher means of the treatment group on items 15 and 25 likely resulted from knowledge acquired during treatment activities which addressed linguistic and sociocultural diversity. The lower means of the treatment group on items 4, 9, and 13 may be because the treatment activities were designed to make preservice teachers aware of the diversity present in classrooms, perhaps failing to include sufficient discussion about commonalities among people as human beings. If this is the case, the implication for teacher education is that through our efforts to make preservice teachers knowledgeable about linguistic and sociocultural factors which influence the teaching/learning process, we must not forget to emphasize that all cultural groups have much in common.

Comparisons of the pre- and post-test data for the treatment group indicate that, in general, the treatment had a positive affect on preservice teachers' opinions about multicultural education issues. Not only was there a significant difference between the total IMO pre- and post-test means, but significant differences between pre- and post-test means were found for item 2 (Most Jewish share common, distinctive physical features), item 19 (Most welfare families in the United States are African-American), and item 25 (Praise by the teacher is a good motivating technique for students of all cultural groups). Since the content of these three items was addressed during treatment activities, it was not surprising to find that the treatment group's

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means were higher on the post-test for these items. Of the 22 IMO items for which nonsignificant differences between pre- and post-test were obtained, it was noted that on 15 of the items the post-test means had increased indicating that the opinions of the treatment group had become more positive during the treatment period. It is possible that had the treatment period been longer, the treatment group's opinions on these 15 items would have continued to become more positive.

The most perplexing result of the study was that while the opinions of the treatment group with regard to personal interactions with members of other ethnic groups (items 9 and 13) became more positive during treatment, the comparison group's post-test means were significantly higher than the treatment group's means on these two items. A possible explanation for this result may be that the interactive activities in which the treatment group participated caused the preservice teachers to reflect upon the extent to which they would be able to successfully interact with members of other ethnic groups, so that their opinions at the end of treatment were more "realistic" than those of the comparison. The study of cultural diversity by the comparison group had been a more passive process (i.e., independently reading folktales associated with a specific cultural group), which may not have prompted serious consideration of the knowledge and attitudes required to successfully interact with members of other ethnic groups -- hence, a "false sense of security" may have caused the comparison group's higher means on items 9 and 13.

In this study, age of the respondent was not found to be a significant variable. This result may be due to the fact that two-thirds of the respondents were between 18 - 23 years of age. More variability in age among respondents might have yielded different results.

The results of the study indicate that preservice teachers need training in the area of multicultural education. Several of the preservice teachers who failed to respond to IMO items on the pre-test wrote comments beside the items, such as: "I am unsure about what I think," "I have not thought about this before," "I have no idea how to respond to this," etc. Also, the findings that the treatment group's post-test item means were less than 3.00 for approximately half of the IMO items and that there were decreases in five item means from pre- to post-testing indicate the extent to which preservice teachers need training in the area of multicultural education in order to deal successfully with the diversity that exists in today's classrooms.

While the results of the study indicate that it is possible to influence preservice teachers' opinions about cultural diversity and multicultural education concepts through well-planned activities, it is clear that each concept (that should be acquired by preservice teachers) must receive instructional focus. It appears that using children's books related to selected categories of diversity along with interactive activities which require critical thinking about specific multicultural education concepts or issues have a positive influence on preservice teachers' opinions of the addressed concepts or issues. In this study, the treatment group's opinions about multicultural education concepts and issues differed significantly from those of the comparison group only on concepts and issues which had been specifically addressed during treatment activities.

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Table 1

Comparison of Post-test IMO Means, By Group

Item		Treatment Group	Comparison Group	t*	p
1.	A major goal of education should be to prepare children to interact successfully in a multicultural society.	3.42	3.28	0.74	.46
2.	Most Jewish people share common, distinctive physical features.**	2.74	3.06	1.61	.11
3.	White, middle-class students need multicultural curricula as much as minority-group students.	3.58	3.43	0.79	.43
4.	There are some values common to all cultural and ethnic groups.	2.95	3.37	2.09	.04
5.	American Indians are competitive.	2.35	1.93	2.13	.03
6.	I feel comfortable openly discussing racial, religious, or ethnic differences.	3.11	2.75	1.76	.08
7.	Within a given cultural group there are many different acceptable forms of behavior.	3.11	2.93	0.83	.40
8.	Cultural pluralism promotes anti-American ideas.**	3.31	3.15	0.82	.41
9.	I would feel comfortable visiting the home of someone whose cultural or ethnic group is different from mine.	3.05	3.40	1.98	.05
10.	Teachers should not ignore the influences of students' cultural backgrounds during the teaching-learning process.	3.74	3.59	0.94	.34
11.	It seems strange when a man chooses to sty home, keep house, and care for the children while the wife earns the living.**	2.79	2.93	0.64	.52
12.	People over 50 years of age tend to be set in their ways.**	2.05	2.18	0.67	.50
13.	I would feel "O.K." about being the only person in a group of people whose cultural or ethnic background is different from mine.	2.42	2.93	2.42	.01
14.	"Appalachian English" is not inferior to standard English.	3.00	2.87	0.61	.54
15.	Most standardized tests contain linguistic and/or cultural bias.	3.32	2.93	2.05	.04

(table continues)

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Item		Treatment Group	Comparison Group	t*	p
16.	Many books in the classroom promote sexist views.	2.63	2.59	0.19	.84
17.	One of the best ways to learn about another cultural group is to choose to interact with members of that culture.	3.37	3.43	0.41	.68
18.	People from other countries who come to the United States to live should not be expected to reject their native language and customs in order to acquire the English language and American customs.	3.21	2.96	1.10	.27
19.	Most welfare families in the United States are African-American.**	2.89	2.81	0.36	.72
20.	Different cultural or ethnic groups must be recognized in order to create a society in which diversity is tolerated.	3.42	2.96	2.08	.04
21.	There are more stereotypes about African-Americans than about any other ethnic group.**	2.42	2.40	0.07	.94
22.	Placing "masculine" symbols on boys' lockers and "feminine" symbols on girls' lockers for identification is an acceptable practice.**	2.53	2.56	0.14	.88
23.	I find it difficult to maintain a conversation with people of another race.**	3.21	3.31	0.62	.54
24.	The contributions of minorities to society are generally ignored because they have not been substantial.**	2.89	2.84	0.25	.80
25.	Praise by the teacher is a good motivating technique for students of all cultural groups.**	2.68	1.75	3.40	.001
Total		73.26	72.37	0.46	.64

*df = 49 for all items except: items 2 (df=48), 5 (df=47), 8 (df=46), and 14 (df=48)

**item was reverse scored

Table 2

Comparison of Pre- and Post-test IMO Means for the Treatment Group

Item		Pre-test Means	Post-test Means	t*	p
1.	A major goal of education should be to prepare children to interact successfully in a multicultural society.	3.57	3.42	0.83	.42
2.	Most Jewish people share common, distinctive physical features.**	2.47	2.88	2.13	.04
3.	White, middle-class students need multicultural curricula as much as minority-group students.	3.68	3.58	0.52	.60
4.	There are some values common to all cultural and ethnic groups.	3.36	2.95	1.91	.07
5.	American Indians are competitive.	2.20	2.40	0.72	.48
6.	I feel comfortable openly discussing racial, religious, or ethnic differences.	3.11	3.11	0	1.00
7.	Within a given cultural group there are many different acceptable forms of behavior.	3.11	3.11	0	1.00
8.	Cultural pluralism promotes anti-American ideas.	3.40	3.40	0	1.00
9.	I would feel comfortable visiting the home of someone whose cultural or ethnic group is different from mine.	2.73	3.05	1.84	.08
10.	Teachers should not ignore the influences of students' cultural backgrounds during the teaching-learning process.	3.52	3.74	1.29	.21
11.	It seems strange when a man chooses to sty home, keep house, and care for the children while the wife earns the living.**	2.47	2.79	1.84	.08
12.	People over 50 years of age tend to be set in their ways.**	1.89	2.05	0.68	.50
13.	I would feel "O.K." about being the only person in a group of people whose cultural or ethnic background is different from mine.	2.31	2.42	0.70	.49
14.	"Appalachian English" is not inferior to standard English.	2.40	2.90	1.86	.09
15.	Most standardized tests contain linguistic and/or cultural bias.	2.94	3.32	1.93	.06

(table continues)

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Item		Pre-test Means	Post-test Means	t*	p
16.	Many books in the classroom promote sexist views.	2.35	2.65	1.77	.09
17.	One of the best ways to learn about another cultural group is to choose to interact with members of that culture.	3.26	3.37	0.81	.42
18.	People from other countries who come to the United States to live should not be expected to reject their native language and customs in order to acquire the English language and American customs.	3.00	3.22	1.00	.33
19.	Most welfare families in the United States are African-American.**	2.47	2.89	3.02	.007
20.	Different cultural or ethnic groups must be recognized in order to create a society in which diversity is tolerated.	3.31	3.42	0.81	.42
21.	There are more stereotypes about African-Americans than about any other ethnic group.**	2.22	2.39	0.77	.45
22.	Placing "masculine" symbols on boys' lockers and "feminine" symbols on girls' lockers for identification is an acceptable practice.**	2.21	2.53	1.84	.08
23.	I find it difficult to maintain a conversation with people of another race.**	3.36	3.21	1.00	.33
24.	The contributions of minorities to society are generally ignored because they have not been substantial.**	2.94	2.89	0.44	.66
25.	Praise by the teacher is a good motivating technique for students of all cultural groups.**	1.31	2.68	5.90	.0001
Total		65.53	73.26	5.85	.0001

*df = 18 for all items except: items 2 (df=16), 5 (df=14),8 (df=9), 14 (df=9), 16 (df=16), 18 (df=17), 21 (df=17), and 24 (df=17)
**item was reverse scored

Appendix A

Lesson 1 - Physical Diversity

Objectives: To define the term stereotype and compare the definition to that of a character trait.

To illustrate that stereotypes should be regarded as unjustified generalizations.

Literature Component: William's Doll by Charlotte Zolotow

Extension Activity

1. After reading aloud the children's literature selection, provide a definition of the term stereotype. Compare the definition to that of a character trait.
2. Alternately assign participants either a "male" or "female" label.
3. Have participants labeled "male" brainstorm a list of typical male stereotypes. (i.e., "All men love sports.") Have those participants labeled "female" brainstorm a list of typical female stereotypes (i.e., "Women are bad drivers.")
4. After completing the five-minute brainstorming session, each individual chooses one stereotype to share orally with the other participants.
5. Participants then identify a relative or close friend whose gender matches their label.
6. Instruct the participants to remove every stereotype from their original list that does not apply to the person identified.

Lesson 2 - Racial Diversity

Objectives: To expose students to a custom associated with the African American culture.

To illustrate that an individual's cultural background affects his or her learning.

Literature Component: Imani's Gift at Kwanzaa by Denise Burden-Patmon

Extension Activity

1. Provide participants with a copy of the article "Does culture affect reading comprehension?" (which contains an answer to the question from two separate authors).
2. Pair the participants. Each partner reads the two different positions provided in the article and identifies three key points presented by the author.
3. Each partner then shares the key points.
4. Participants are then asked to identify words or ideas that are unfamiliar to them as they listen to the instructor read aloud the children's literature selection.
5. At the end of the story, the ideas and words that have been identified as unfamiliar are discussed.

Lesson 3 - Linguistic Diversity

Objectives: To demonstrate the richness and variety of two varieties of English vernacular.

To create a situation which allows participants to experience feeling linguistically different.

Literature Component: The Cajun Gingerbread Boy by Berthe Amoss

Extension Activity

1. After reading aloud the children's literature selection, discuss situations in which the use of nonstandard English may be considerable acceptable (e.g., while playing, when talking with a friend, etc.)
2. Have participants respond to the Black English Vernacular Vocabulary Test (see copy

below).

3. Discuss the responses to the test items and handout the glossary of Black English Vernacular (see copy below).

4 Discuss the importance of valuing the language that children bring to school.

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Black English Vernacular: A Vocabulary Test

1. Which of the following phrases describes a leisure activity?

   A. playing bones
   B. playing the dozens
   C. scrapping
   D. trifling

2. Which of the following could result in spending time in jail?

   A. mixed
   B. bust a cap
   C. dissin
   D. bogarding

3. What part of speech is the word *show*?

   A. noun
   B. verb
   C. adjective
   D. adverb

4. The phrase *"She put her foot in them . . ."* refers to which of the following actions?

   A. dancing
   B belittling or making a scathing comment
   C. cooking
   D. praying

5. Which of the following words is a synonym for *sedity*?

   A. sharp

B. nappy
C. hincty
D. illing

6. Which of the following is an acceptable form of greeting a friend?

A. dap
B. jam
C. hoopty
D. fly

7. Which one of the following statements is used in anger in the place of profanity?

A. "You better check yourself!"
B. "Stop fronting me!"
C. "You so tired!"
D. "Don't sweat me!"

8. Which of the following words is <u>not</u> used as a compliment?

A. def
B. fat
C. stupid
D. Tom

9. Which of the following phrases is used as a greeting?

A. "Word to the mother."
B. "Stay Black."
C. "I'm Audi."
D. "Word up."

10. Which of the following phrases describes a person addicted to cocaine?

A. sugar in his coffee
B. on his jock
C. rock star
D. went left

Black English Vernacular: A Glossary of Terms

bogarding (verb) - interfering; interrupting
bones (noun) - dominoes
bust a cap (verb) to kill someone with a gun
dap - to lightly tap your fist above or below another person's fist symbolizing approval
def (adjective) - outstanding; fabulous
dissin (verb) - to make a scathing comment; belittle
"Don't sweat me!" - "Go to hell!"
fat (adjective) - outstanding; fabulous
fly (adjective) - exceptional; outstanding
hincty (adjective) - ostentatious; aloof; proud
hoopty (noun) - automobile, especially an older model
illing (verb, adverb) - to bother; unusual behavior
"I'm Audi." - "Take it easy."
jam (verb) - to celebrate
mix (verb) - to begin; to start; to fight
nappy (adjective) - kinky, tightly curled hair
on his jock - a flirt
playing the dozens (adjective) -contemptible behavior of one party towards another
rock star - a crack cocaine addict
scrapping (verb) - fist fighting
sedity (adjective) - arrogant
sharp (adjective) - extraordinary; striking
show (adverb) - surely; really; indeed
"Stay Black" - farewell
"Stop fronting me!" - to end the pretense
stupid (adjective) - outstanding; fabulous
sugar in his coffee (adjective) - effeminate; gay
Tom (adjective) - obsequious; spineless; weak
trifling(adjective) - silly; frivolous
went left (verb) - to have lost one's composure
"Word to the mother." - a farewell

"Word up!" - a greeting
"You better check yourself!" - think before you act in haste and make an error
"You so tired!" - an expression of disgust, loathing

Lesson 4 - Religious Diversity

Objectives: To expose participants to the holiday customs associated with one religious group.

To illustrate that no cultural group is homogeneous.

Literature Component: There's No Such Thing as a Chanukah Bush, Sandy Goldstein by Susan Sussman

Extension Activity

1. After reading aloud the children's literature selection, have participants share the customs that they each associate with the Christian holiday of Christmas.
2. List all the different customs on the chalkboard to illustrate the large amount of diversity that exists within one cultural group.
3. Discuss strategies for demonstrating sensitivity to diversity while celebrating majority group holidays in the classroom.